



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Noble Middle School

SAU: RSU 60 / MSAD 60

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# 2010-2011 NCLB Report Card



**School:** Noble Middle School  
**SAU:** RSU 60 / MSAD 60  
**Grade:** 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	246	237	96	74	73	78	11	63	19	7	237	0
	2009-2010	228	226	99	68	68	69	4	64	22	10	226	0
Female	2008-2009	130	125	96	82	82	84	12	70	14	4		
	2009-2010	100	100	100	77	77	76	6	71	18	5		
Male	2008-2009	116	112	97	64	63	73	9	55	26	10		
	2009-2010	128	126	98	61	61	62	3	58	25	14		
Caucasian/White	2008-2009	238	230	97	73	73	79	11	63	20	7		
	2009-2010	218	216	99	68	68	69	5	63	21	11		
African American/Black	2008-2009	4	3	75			60						
	2009-2010	5	5	100			53						
Hispanic	2008-2009	0	0				69						
	2009-2010	1	1	100			60						
Asian or Pacific Islander	2008-2009	4	4	100			83						
	2009-2010	1	1	100			77						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	3	3	100			56						
Economically Disadvantaged	2008-2009	82	80	98	56	56	67	6	50	34	10		
	2009-2010	86	84	98	62	62	57	0	62	23	15		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	40	39	98	28	27	39	3	26	38	33		
	2009-2010	25	25	100	16	16	28	0	16	28	56		
Limited English Proficient	2008-2009	4	4	100			47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** Noble Middle School  
**SAU:** RSU 60 / MSAD 60  
**Grade:** 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	273	270	99	65	65	71	14	51	23	11	269	1
	2009-2010	240	235	98	60	60	68	6	53	34	7	235	0
Female	2008-2009	138	137	99	74	73	77	14	60	16	10		
	2009-2010	128	127	99	66	66	76	7	59	28	6		
Male	2008-2009	135	133	99	56	56	66	14	43	31	13		
	2009-2010	112	108	96	52	52	61	6	46	41	7		
Caucasian/White	2008-2009	261	258	99	65	64	72	12	52	24	12		
	2009-2010	228	223	98	61	61	69	6	55	33	6		
African American/Black	2008-2009	2	2	100			51						
	2009-2010	5	5	100			50						
Hispanic	2008-2009	5	5	100	80	80	66	20	60	0	20		
	2009-2010	2	2	100			57						
Asian or Pacific Islander	2008-2009	5	5	100	80	80	71	80	0	20	0		
	2009-2010	4	4	100			76						
American Indian or Native Alaskan	2008-2009	0	0				56						
	2009-2010	1	1	100			50						
Economically Disadvantaged	2008-2009	85	83	98	52	51	56	4	48	27	22		
	2009-2010	88	87	99	43	43	56	1	41	46	11		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	48	48	100	17	16	29	2	15	40	44		
	2009-2010	38	34	89	18	18	26	0	18	47	35		
Limited English Proficient	2008-2009	2	2	100			41						
	2009-2010	4	4	100			43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Noble Middle School  
**SAU:** RSU 60 / MSAD 60  
**Grade:** 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	246	237	96	67	66	57	23	44	24	10	237	0
	2009-2010	228	227	100	60	60	60	19	41	19	21	226	1
Female	2008-2009	130	125	96	71	71	59	25	46	20	9		
	2009-2010	100	100	100	64	64	59	15	49	17	19		
Male	2008-2009	116	112	97	62	61	56	21	41	28	11		
	2009-2010	128	127	99	57	57	61	23	34	21	22		
Caucasian/White	2008-2009	238	230	97	67	66	58	23	43	23	10		
	2009-2010	218	217	100	61	61	61	20	41	18	21		
African American/Black	2008-2009	4	3	75			32						
	2009-2010	5	5	100			35						
Hispanic	2008-2009	0	0				47						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009	4	4	100			68						
	2009-2010	1	1	100			72						
American Indian or Native Alaskan	2008-2009	0	0				39						
	2009-2010	3	3	100			46						
Economically Disadvantaged	2008-2009	82	80	98	54	54	42	13	41	33	14		
	2009-2010	86	85	99	51	51	46	9	41	16	33		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	40	39	98	23	22	23	3	21	36	41		
	2009-2010	25	25	100	20	20	25	4	16	8	72		
Limited English Proficient	2008-2009	4	4	100			27						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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# 2010-2011 NCLB Report Card



**School:** Noble Middle School  
**SAU:** RSU 60 / MSAD 60  
**Grade:** 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	273	270	99	54	54	52	15	39	21	24	269	1
	2009-2010	240	235	98	66	65	60	20	46	20	15	235	0
Female	2008-2009	138	137	99	55	54	54	12	42	21	24		
	2009-2010	128	127	99	69	69	60	19	50	16	16		
Male	2008-2009	135	133	99	54	54	51	18	36	22	24		
	2009-2010	112	108	96	62	61	59	21	41	24	14		
Caucasian/White	2008-2009	261	258	99	54	53	53	15	39	22	24		
	2009-2010	228	223	98	66	66	60	21	45	20	14		
African American/Black	2008-2009	2	2	100			31						
	2009-2010	5	5	100			34						
Hispanic	2008-2009	5	5	100	60	60	40	20	40	20	20		
	2009-2010	2	2	100			48						
Asian or Pacific Islander	2008-2009	5	5	100	80	80	60	20	60	0	20		
	2009-2010	4	4	100			68						
American Indian or Native Alaskan	2008-2009	0	0				37						
	2009-2010	1	1	100			46						
Economically Disadvantaged	2008-2009	85	83	98	39	38	36	7	31	27	35		
	2009-2010	88	87	99	53	53	45	9	44	25	22		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	48	48	100	15	14	18	4	10	15	71		
	2009-2010	38	34	89	21	21	21	0	21	32	47		
Limited English Proficient	2008-2009	2	2	100			26						
	2009-2010	4	4	100			29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Noble Middle School
<b>SAU:</b>	RSU 60 / MSAD 60
<b>Grade:</b>	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 99	99 99	60	75 65	71 69	99	98 99	99 99	68	74 65	63 61	93	93	95
Caucasian/White	99	99 99	99 99	61	75 65	71 69	99	99 99	99 99	68	74 65	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	98	99 99	99 99	43	66 51	60 56	99	98 99	99 99	56	67 54	50 47			
Students with Disabilities	95	94 96	97 98	19	43 24	36 28	95	94 96	97 98	19	47 24	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	18	6	19	1	3	0

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	2
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	6.45

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>